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Program for Developing Speech and Language Skills in the Educationally Deprived Child Through the Utilization of the Specialized Training of Speech Therapists. Suggested Activities and Unit Study in Developing Oral-Verbal Language Skills.

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This curriculum guide, devised in the Speech and Language Development Project in the Milwaukee public schools, lists activities in decoding, memory, association, and encoding, and outlines four study units to stimulate language development. It also contains references to instructional aids (books, filmstrips, instructo flannel materials, records, pictures, etc.). The curriculum was designed for instructing economically disadvantaged children in the primary grades and older educable mentally handicapped youth. For an evaluation of the project, see UD 006 978. (EF)

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PROGRAM FOR DEVELOPING SPEECH AND LANGUAGE SKILLS IN THE EDUCATIONALLY DEPRIVED CHILD THROUGH THE UTILIZATION OF THE SPECIALIZED TRAINING OF SPEECH THERAPISTS

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SUGGESTED ACTIVITIES AND UNIT STUDY IN DEVELOPING ORAL-VERBAL LANGUAGE SKILLS

UD 007 935

DEPARTMENT OF EXCEPTIONAL EDUCATION
DIVISION OF CURRICULUM AND INSTRUCTION
MILWAUKEE PUBLIC SCHOOLS

1967

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INTRODUCTION

This research project was designed on the premise that children in disadvantaged areas exhibit oral, verbal deficits. A program was established to alleviate these deficits by providing the children with oral language experiences. Speech therapists were chosen to develop this program because of their specialized training in speech and language. The goals of the program are: (1) to promote and encourage greater emphasis by classroom teachers upon the development of oral, verbal language skills, (2) to provide teachers with additional techniques which can be incorporated into regular classroom activities, and (3) to continue and further develop the present language program.

Importance of Language

Language is the avenue by which we understand, interpret, and communicate both concrete and abstract ideas. A child's abilities in this area determine and define who he is, what he is, and what he will become. Retardation in language can, and often does, lead to academic failure and social maladjustment.

How Language is Learned

Language is acquired through the individual's senses by daily auditory and visual experiential and environmental stimulation. The child hears and imitates the sounds, words, intonations, sentence patterns, and all the subleties of the language used by those around him. Both the experiences and language to which he is exposed contribute to the quality and quantity of his verbal performance.

Language Deficiencies of Disadvantaged Children

All children learn the language of their environment. Disadvantaged children are no exception, for they have a well-structured informal language. However, many have not developed the formal language used in the school setting. When they enter school, this formal language used by the teacher (and the larger segment of society) sounds almost foreign to them, and they become either acquiescent or tune-out much of the conversation. In this school setting, the following characteristics become evident:

-- Limited vocabulary

-- Immature sentence structure

-- Poor comprehension of the spoken word

-- Difficulties in classification

-- Inability to see relationships

-- Inability to sequence

-- High degree of distractibility

-- Poor retention

-- Poor listening habits

-- Weak in abstract thinking

-- Little imagination

Many children may exhibit some of these characteristics. However, disadvantaged children tend to evidence them to a greater degree and to a greater extent.

Factors Contributing to Language Deficiencies

Fragmented families, poor neighborhoods, inadequate verbal models, and a value system which differs from that of the school society create an impoverished environment for learning. As a result, these children have not had the types of experiences which enable them to develop the language of the school society.

PROJECT DESCRIPTION

Basis of the Project

Language is a pre-requisite for socialization and for the acquisition and transfer of concepts. It is the foundation upon which all future learning is based. Deficits in language often lead to total academic retardation, for "not only does thinking affect language, but language does affect thinking". * Therefore, good oral verbal language training must be provided for the language retarded child.

Population Served

Initially, the project was designed to serve central city children in (Primary 1 and 2). Later it was expanded to include the children (seven through thirteen years of age) who had been placed on waiting lists for enrollment in classes for the educable mentally retarded.

*David Russell, "Language and Thinking" (Department of School Services and Publications, Letter No. 61, Wesleyan University, Middletown, Connecticut, 1965).

Resources Employed

The resources used to develop the project curriculum were:

-- The Illinois Test of Psycholinguistic Abilities (ITPA)

-- Peabody Language Development Kit (PLDK)

-- Unit Study

The Illinois Test of Psycholinguistic Abilities influenced the thinking of the therapists and assisted them in developing a curriculum. The nine language abilities isolated and evaluated by the Illinois Test of Psycholinguistic Abilities were reduced for project purposes into the following four categories.

Decoding	Memory	Association	Encoding
Understanding both auditory and visual stimuli.	Retaining, reproducing, and recalling what has been heard or seen.	Thinking, reasoning, problem solving, and seeing relationships.	Expressing oneself through motor and verbal modalities.

Activities related to the areas defined in the above table are listed on the following pages. Many of these activities will be familiar to the classroom teacher, but are included to illustrate how they may be used to specifically build and strengthen various language abilities.

SUGGESTED ACTIVITIES

DECODING
(Understanding Stimuli)

Auditory	Visual
1. Read stories aloud. Ask questions to check understanding.	1. Have children label or identify objects or pictures.
2. Play "Simon Says", "Captain, May I?", and games requiring following directions.	2. Have children find and cut pictures from magazines for specific purpose.
3. Have children listen to records and tapes for purposes of identification.	3. Ask pupils to identify the action in pictures or the activity being pantomimed.
4. Ask children to complete nursery rhyme or finger play begun by teacher.	4. Lead children to identify shapes, sizes.
5. Deliberately give children wrong answer to check if they are listening and understand.	5. Let children find hidden figures within a picture.
6. Begin a sentence and have children complete it.	
7. Ask riddles which require pupils to decode.	
8. Play game of "gossip". Whisper a word, phrase, or sentence to one child and have him pass it on. The last child repeats aloud.	

MEMORY

Auditory

1. Have children memorize poems, finger plays, nursery rhymes, songs, etc. and recite them.

2. Require children to repeat a series of numbers or words. Can be done in reverse order.

3. Have children carry out a series of verbal commands.

4. Read short stories that require the children to recall specific details.

5. Ask children to retell a story that the teacher read or told. (Flannel board figures may be utilized for visual assistance.)

6. Play word addition games such as "I went to grandmother's house and took a _____".

   Each child names a new thing plus repeating previously mentioned items.

7. Encourage children to recall previous days activities.

8. Use Language Master, one headset, and sentence cards: Present each child with a sentence which he must retain until the entire group has heard their sentences. Make a comparison between child's version of the sentence and the original sentence. Group can judge.

Visual

1. Present a series of objects or pictures: Remove them and have children recall.

2. Arrange a series of objects or pictures. Remove or mix-up and have children reproduce sequences.

3. Show picture or puzzle and remove. Show said picture with parts missing. Ask children to name all missing parts.

4. Have children observe one child. After child leaves the room, ask others to describe what he is wearing.

ASSOCIATION

1. Let children classify or categorize objects or pictures. For example, associate: person with clothing, room with furniture, store with item purchased, animal with habitat, clothes with season.

2. Play a speed-up game. Give children a limited amount of time to name all the things they can in a certain category. For example, "Name all the fruits you can think of".

3. Play elimination game. Select a category. A child failing to name an item within the given category is eliminated.

4. Set up problem situations and have children solve them. For example, "If you got lost, what would you do?".

5. Present a series of words or group of pictures, and ask children to eliminate the one that does not belong.

6. Ask questions involving absurdities such as "Would I find an elephant in the bathtub? -- Why or why not?".

7. Have children supply a word which is opposite to the one presented by the teacher.

8. Ask children how two or more things are alike or different. Initially accept concrete relationships, but gradually encourage more abstract responses.

9. Present a word, phrase, or situation which might elicit a picture in the children's minds, such as "fire". Ask the questions, "What do you see?, What do you smell, What do you feel, What do you hear?".

ENCODING

(Expressing Oneself)

Vocal

1. Display a picture and have children describe specific objects.
2. Build a story using flannel board sets, stand up figures, or pictures. Encourage children to use their imagination to create the story.
3. Have students describe objects or persons, giving as many clues as possible: color, size, shape, function, etc.
4. Ask children to make up riddles to describe something.
5. Use Language Master and set of cards. (Verb: Action Words). Show picture on card so that the sentence is not visible. Ask one, or several, in group to create a sentence about the picture. Have group listen to card and compare children's sentences with one on card.
6. Let children create different endings for stories read to them.
7. Discuss field trips and home and classroom experiences.
8. Use See-quees and comic strips mounted on tag board to stress story sequence.
9. Create a situation and have children role play, using telephone or puppets.

Motor

1. Encourage children to pantomime stories, nursery rhymes, poems, and situations.
2. Ask children to reproduce rhythmic clapping patterns.
3. Let children perform accompanying actions to finger plays and songs.
4. Have children tape song and pantomime appropriate motions.
5. After discussions, permit children to draw a picture for reinforcement.
6. Show action pictures and have children supply appropriate motor responses.
7. Ask children to act out description of various words such as "large","short", "tired".
8. Ask children, "How many ways can you cross the mat?", "How many ways can you move the ball without using your hands?".
9. Use Frostig materials.

Vocal	
10. Have children keep a weekend diary. This can be a class project. (Keep a record of sentence growth--length and complexity). 11. Encourage children to learn and recite rhymes, songs, poems, and finger plays. 12. Have children dramatize stories and rhymes. 13. Stimulate general conversation.	

Each therapist used the Peabody Language Development Kit as an experimental device in two of her five classes in order to evaluate its effectiveness. It was found to be a very worthwhile supplementary tool. Its stimulating material can be used in a wide variety of ways to develop many facets of language.

Basically, a unit approach was used in planning daily language therapy activities since it provided for an organized progression of related ideas. Examples of units are included. Hopefully they will suggest some ways in which language development can be incorporated into classroom procedures.

LANGUAGE DEVELOPMENT UNIT: THE CITY

The unit on the city was chosen because it provides not only a wealth of material for language development, but also because it is an area of study which is meaningful and useful to children living in an urban environment.

The purpose of the unit is to develop the pupils' awareness and understanding of their immediate environment and to strengthen their ability to express their experiences verbally.

General Language Objectives

1. To understand what one senses (hearing, seeing, smelling, tasting, touching)
2. To distinguish differences and similarities
3. To sequence
4. To label
5. To classify
6. To express oneself
7. To develop divergent thinking skills
8. To associate

This unit has been divided into two sections either of which can be expanded into a unit of its own.

TRANSPORTATION

OBJECTIVES	PROCEDURES	MATERIALS
The concept of transportation in the city was utilized to develop the general language objectives previously listed.	1. Brainstorming: "Let's think of how many ways we can travel." 2. Use of visual materials to stimulate discussion: (check reinforcement) --Tape record children's discussion. --Show pictures or postcards of what children will actually see on a trip to be taken. 3. Classification: --"Which of these ways can we use in the city?" --Classify as to land, water, air. (Make flip-ups.) --Classify as to physical characteristics (wheels, motors, etc.) --Classify as to uses (fire, towing, mail, etc.)	Transportation pictures Peabody Language Development Kit - Level I Ideal Chart #3 SVE Pictures: How People Travel in the City Keeping Our City Clean Filmstrips: Ways We Travel Series Books: Great Big Car and Truck Book Great Big Fire Engine Book Best Word Book Ever Chandler Reader Series (Cars, Trucks, Bikes and Pictures to Read) -- Post Cards or photographs of Milwaukee Instructor Flannel Board Materials: Cars and Trucks Trains

OBJECTIVES	PROCEDURES	MATERIALS
	4. Practical Experiences: -- Have children make arrangements for a trip (real or imaginary) -- Make a tour highlighting the major transportation terminals (bus, train, airport, harbor).* En route point out, label and explain various things seen from the bus. Take photographs. 5. Reinforcement: -- Use photos taken on trip to stimulate discussion. Tape record children's discussion of trip. -- Have children listen to tapes made before and after the trip. Check for growth in general knowledge and vocabulary. -- Use songs, poems, memory games, riddles and stories. Example of memory activity: See page Memory (Auditory #8) Example of <u>riddle</u>: "I have a nose and wings and I can fly." (Airplane)	Teletrainer Units Courtesy - Wisconsin Telephone Company Record: The Little Engine That Could. Books: Keep Your Eyes Open I Want to be a Truck Driver Chug-Along and Zoom from <u>Listen Help Tell the Story</u>, PP. 112-114

OBJECTIVES	PROCEDURES	MATERIALS
	* Field trips are often suggested. The preliminary and follow-up discussions are as important as the actual experience itself, for they provide the vocabulary and knowledge to make the trip meaningful to the child. In fact, it is suggested that the teacher make the trip prior to the class trip in order to acquaint herself with the highlights and vocabulary to be stressed.	Songs: The Big Truck (P. 31) Tugboats (p. 33) from Music For Young Americans Poem: "How Do I Go?" from Star Bright (p. 75) Bulletin Board Aids: Traffic Safety

COMMUNITY HELPERS AND STRUCTURES

OBJECTIVES	PROCEDURES	MATERIALS
1) To develop an awareness of buildings, institutions, places and things and their functions. 2) To develop an awareness of the roles of community workers. 3) To develop the general language objectives previously mentioned.	1. Show pictures of the city. Have free discussion concerning what is seen. 2. Brainstorming: Have the children list as many occupations as possible. 3. Have children tell about the occupations of various members of their families. 4. Discuss the following points as they apply to each occupation: -- what they wear -- what they do -- what "tools" they use -- where they work -- what is necessary to qualify for the job. Associate the workers with the appropriate public or private buildings.	Magazine pictures of city. Sounds and Patterns of Language: (City Scene) Urban Panorama (National Dairy Council) Instructo Flannel Materials: The Community Community Helpers Community Workers Teaching Pictures: My Community Home and Community Stand-up Figures: Community Helpers Record: Muffin in the City Bulletin Board Aids: Community Helpers

OBJECTIVES	PROCEDURES	MATERIALS
	5. Public Buildings and Helpers Schools - teachers, principal, etc. Take a tour of the building for purposes of developing vocabulary. <u>Fire Department</u> - Firemen <u>Police Department</u> - Policemen Visit a fire station or police station, or have representative come to school to describe his job. Create an imaginary situation in which children must make an emergency call.	SVE Pictures: School Friends and Helpers Filmstrips: School Helpers Series Instructo Flannel Materials: The School Book: <u>Five Friends at School</u> Rexographed materials: "Useful Language" SVE Pictures: Fire Department Helpers Police Department Helpers Filmstrips: The Fireman The Policeman Books: Let's Find Out About Policemen The Great Big Fire Engine Book I Want To Be a Fireman Nobody Listens to Andrew Have You Seen My Brother? The Boy Who Would Not Say His Name

OBJECTIVES	PROCEDURES	MATERIALS
	<u>Post Office</u> - Postmen Trace a letter from the time it is mailed until it reaches its destination. Collect samples of different kinds of envelopes, postcards, stamps, and packages. Plan an activity in which each child will receive mail at home.	SVE Pictures: Postal Helpers Filmstrip: The Mailman Book: Let's Go To A Post-Office
	<u>Hospital</u> - Doctors, nurses, etc. Invite school nurse to talk to class. Dramatize a visit to a doctor's office, a trip to the hospital, or a doctor's home call.	SVE Pictures: Hospital Helpers Filmstrip: The Doctor Book: I Want To Be A Nurse
	<u>Museum</u> Ask: "What is a museum?, What would be found there?" Plan a tour.	

OBJECTIVES	PROCEDURES	MATERIALS
	Library - Librarian Take a trip to the library to show the children how to utilize the facilities. Dramatize a visit to the library. Read stories which are factual and fictitious. Help children distinguish between the two. 6. Neighborhood Industries and Businesses. Gas Station - Attendant and mechanic Barber Shop - Barber Beauty Shop - Beautician Laundromat Cleaners Offices - Lawyer, secretary; dentist, receptionist Factories	SVE Pictures: Neighborhood Friends and Helpers SVE Pictures: Neighborhood Friends and Helpers Books: Duck On A Truck The Great Big Car and Truck Book

OBJECTIVES	PROCEDURES	MATERIALS
	Restaurant - Waitress, cook (chef), cashier, customer, hostess, etc. Point out differences between restaurants, cafeterias, drive-ins. Discuss and demonstrate: - How to set a table - How to order from a menu. - How to serve the food (Use food pictures and tray.) - How to pay the bill. Act out the above activities permitting the children to role-play the various occupations. Take a field trip to a restaurant	Silverware, placemats, napkins, tablecloth*, apron, dishes, menu, tray, Dairy Council food pictures.
	Stores: Department Stores Grocery - Take a trip to a grocery store for the specific purpose of purchasing food items with which they are not familiar. Have a taste party to elicit new vocabulary and descriptive terms. Bakery Drug.....etc.	Instructo Flannel Materials: Classification SVE Pictures: Supermarket Helpers Book: Supermarket (Chandler Series) See-Quees: Grocery Shopping Sounds and Patterns of Language: Shopping Center Scene City Street Scene

OBJECTIVES	PROCEDURES	MATERIALS
	Dwellings **	SVE Pictures: Keeping the City Clean and Beautiful
	Various kinds of houses and the people who provide services to the occupants. (paper boy, milkman, garbage collector, repairman, etc.)	Instructo Flannel Materials: Community Workers
	Apartments	Books: Patrick Will Grow
	Housing projects	William, Andy, and Ramon
	(Urban renewal - construction workers and equipment)	The House Biter
	Hotels--Motels	Sounds and Patterns of Language: Apartment Cut-away Scene
		Doll house, furniture, bendable family figures.

OBJECTIVES	PROCEDURES	MATERIALS
	7. Reinforcement: --Make individual booklets using original pictures, magazine pictures, and ditto materials to be taken home at the end of the unit of study. --Share original dramatizations with other classes. --Encourage children to share personal experiences related to unit study. --Use tape recorder frequently for purposes of self-evaluation. --Let children use headset to listen individually to record. Tape record the child's version of the story. Have group listen to tape and record and compare.	Record: Muffin in the City

* The word tablecloth may give rise to a discussion of various types of coverings such as sheets, blankets, throws, window coverings, rugs, etc. It is important to utilize any language situation which may come up, even though it may digress from the unit being covered.

** This topic may lead to discussion of what is a family. Because many of these children have fragmented families our definition of family is: a group of people who live together, work together, and love each other.

UNIT ON SHAPES

"Get that for her. No that!" That's what you might hear in the home of a disadvantaged child when he's asked to retrieve a toy for his younger sister. Now, consider the same situation in a home where language skills have reached a higher level. "Larry, would you bring that toy over here for your sister? No, not the round one, the big, square, red one."

The child whose parents speak to him in such concrete, descriptive terms, learns even before school years, to think and to express himself adequately. However, the child from a disadvantaged home, has not had the opportunity to experiment within his environment or experience verbal exchange.

The unit on shapes was selected to aid in counteracting this lack of environmental stimulation and to help the child achieve success with a tangible concept. This is done by assisting the child to observe his environment, formulate ideas through comparison and verbalize his impressions.

OBJECTIVES	PROCEDURES	MATERIALS
1. To encourage logical thinking 2. To develop creativity 3. To reinforce the work of the classroom teacher 4. To reinforce readiness concepts 5. To enhance descriptive ability 6. To increase vocabulary	1. Introduction The book, Discovering Shapes, can be used as a guideline for introducing this unit. Labeling - Circle, square, rectangle, triangle, oval. Have children find the different shapes in the classroom. 2. Observational Activities Have the children draw as many different things as they can think of that are circular, square, etc. Homework assignment - Have children bring a drawing to school of something in their home that is circular, square, etc. Cut large figures of each of the five shapes out of construction paper. Then have children cut out pictures of items from magazines that have these shapes. Example: balls, clocks or wheels could be representative of the circle. The next day these objects could be pasted on the large shapes to form a shape or collage. Rexograph Materials Frostig materials on shapes can be used as an exercise in direction.	GBES Series Pictures of basic shapes on Tagboard Magnetic shapes from Primary Peabody Kit Paper, crayons Magazines Construction paper cut in different shapes. Book: Round Is A Pancake Teacher-made masters. See Book - Discovering Shapes (GBES) for assistance.

OBJECTIVES	PROCEDURES	MATERIALS
	Give children assorted shapes and have them return them upon demand. Size and color may also be introduced here to increase difficulty.	Assorted shapes of various sizes and color.
	Draw shapes on board - erase and have the children draw from memory.	Book: Round and Round and Square Record: Show and Tell - section on shapes.
	3. Experimental Activities:	
	Show how the following change shape: Popcorn Jello Balloons	
	Have children make various objects using felt shapes of various sizes to use on a flannel board.	Flannel board: Felt shapes
	Using teacher-made sandpaper shapes, have child put hands behind back and identify shape given him by touch alone. (Blocks can also be used in this way.)	Sandpaper shapes: Teacher-made Blocks
	Paper folding - Using paper cut in basic shapes, have children manipulate shapes to make familiar objects. (Example: a rectangle folded to make a hat or boat.)	Construction paper cut in various shapes.
	Paper Cutting - Have children experiment with a rectangular sheet of paper to see how many shapes can be made from this one sheet.	Construction paper and scissors.

OBJECTIVES	PROCEDURES	MATERIALS
	Paper pasting - Have children experiment with shapes of various sizes to see how many familiar objects they can make. (Example: kite from triangles, wagon from rectangle and circles.)	Paste and contruction paper.
	4. Descriptive Activities:	
	Wooden shapes - Have children describe shapes, pointing out the differences found in each one. (Example - a triangle has three sides and three corners, etc.)	Judy Company: Wooden geometric shapes Wooden blocks
	Pin a shape on child's back. He must guess which shape it is. For more advanced groupings, use objects in different shapes.	Book: Roly Poly Cookie

INSTRUCTIONAL MATERIALS

I Books

a.	The Roly Poly Cookie	Bulette, Sara	Follett Publishing Company
b.	Discovering Shapes		Golden Book Educational Services Golden Press 1963
c.	A Maker of Boxes	Sounds of Laughter	Holt, Rinehart and Winston 1966
d.	Round Is A Pancake	Little Owl Series	Holt, Rinehart and Winston
e.	Round and Round and Square	Shapur	Abelard

II Records

Show and Tell	Golden Records	

UNIT ON SENSES

The unit on the senses was included because it is basic to the child's understanding of his environment. His ability to communicate his needs and experiences depends upon his descriptive vocabulary.

OBJECTIVES	PROCEDURES	MATERIALS
1. To increase vocabulary 2. To encourage use of descriptive words. 3. To improve perception through the use of the five senses. 4. To increase auditory discrimination. 5. To enhance self-awareness through the use and understanding of the senses. 6. To make the child more aware of his environment.	1. <u>Introduction</u> Introduce the five senses by showing tag board pictures of children using their senses. Give each child rexographed sheet which associates the sense unit with the parts of the body. Teach song: "My Head, My Shoulders, Knees & Toes." Brainstorming: Have children think of the many ways the sense organs may be used. For example: eyes for winking, blinking, crossing, closing; ears - close them, wiggle them, hear sounds, repeating words and animal sounds. 2. <u>Sense of Hearing</u> Read books which illustrate importance of listening. "Let's Find Out" - Display the Drummer poster. What can the children tell about the picture? Do they know the drummer makes a sound? Let the children experiment with a rhythm drum to discover the various sounds they can make. Invite the children to imitate different rhythm drum patterns.	Tag board poster pictures Display Science Readiness Charts Numbers 2 and 8 - Laidlaw Science Readiness Charts - Part I For additional suggestions see back of charts. Books: G.B.E.S. Discovering Sounds Nobody Listens To Andrew

OBJECTIVES	PROCEDURES	MATERIALS
	Play a sound game: when you say "Big Drum" children are to respond with a loud voice; "Little Drum" calls for a soft voice. Play a march. Children clap or chant to music. Encourage children to show how they would take part in a parade. Assign various roles using hats, flags, rhythm instruments. Listen to other rhythmic patterns. Ask the children to march, skip, run, etc.	"Let's Find Out" Series Records: Golden Nursery Record Creative Rhythms for Children
	Have children listen for specific purposes. (Follow directions, answer questions, pick out rhyming words.) Encourage use of descriptive words for sounds. For loud and soft sounds: blindfold and identify gross loud and soft sounds. Then identify the specific sound. To encourage fine discrimination, let the children listen and identify various animal sounds.	Records: Muffin In The Country "Sights and Sounds" Series On the Farm

OBJECTIVES	PROCEDURES	MATERIALS
	Have children learn that sound has meaning and is an integral part of their environment.	
	Introduce speech sounds.	Book: Fun With Phonics
	Identify voices of the members of the class.	
	Discuss sounds that give messages. What does a car horn tell us? What do other sounds tell us? (bell, alarms, screams, whispers).	Record: Little Indian Drum
	Have the children listen to environmental sounds.	Records: Muffin In the City
	Have them report sounds heard in the home and neighborhood; list on the blackboard and tally for a week.	Sights and Sounds Series In the City In the House
	Take a trip around the school and listen for sounds.	Book: The Listening Walk
	Have children experiment with sound.	
	Make a sound box. Decorate a shoe box and place a sound-making object in the box each day; (i.e.) a clapper, bell, whistle, box of pebbles, etc.	
	Show the children how sound is made: take a toy guitar and demonstrate how the strings vibrate.	

OBJECTIVES	PROCEDURES	MATERIALS
	Have the children close their eyes and imagine what their mother, teacher, friend sounds like.	
	Have children imagine and label environmental sounds.	
	Use book "Let's Imagine Sound" to stimulate imagination and increase vocabulary.	Book: Let's Imagine Sound
	Fill water glasses with different levels of water. Tap each glass to demonstrate how water level changes sound.	3 glasses - water
	Allow children to experiment with water levels and sound.	
	Have children close their eyes and identify sounds made by the teacher (crying, clapping, etc.).	
	Game of gossip - Teacher whispers a sentence to a child and it is passed along.	
	Guessing game: Have the children identify various sounds on records or tape.	Primary Records: Peabody Language Development Kit - - Level P Individually made tapes
	Let children make sound book - using magazine pictures.	Magazines
	Make listening caps or charts to encourage good listening.	

OBJECTIVES	PROCEDURES	MATERIALS
	3. Sense of Sight	
	Introduce sense of sight with story. Ask question "What did you see on the way to school?"	Book: Keep Your Eyes Open
	Discuss general purpose of sight.	
	Reinforce shape, color, size concepts (see shape unit).	
	Have children look around the room for different shapes.	
	Find objects hidden around the room.	
	Have children describe something they see around the room; other children may guess.	
	Visual perception: Use Frostig Kit (pictures stressing figure-ground perception may also be used).	The Frostig Program for the Development of Visual Perception
	Play visual memory games -- Name as many objects as possible from a given picture -- Time viewing as children become more experienced. -- Draw figures or shapes on blackboard. Erase and have children reproduce what they saw. -- Play concentration game, using visual stimuli.	See suggested activities in curriculum guide.

OBJECTIVES	PROCEDURES	MATERIALS
	4. <u>Sense of Tasting and Sense of Smelling</u> Introduce tasting and smelling by brainstorming. Have the children think of all the words they can that relate to smell and taste. Read related books. Have children experiment with taste and smell. Fill one water bottle with vinegar and another with water. Have the children distinguish between them. Bring in things that have specific smells. Display charts on smell and taste - Discuss. Have a taste party. Label items as salty, sweet, spicy, sour, bitter, etc. Have the children distinguish between fresh, canned and frozen food tastes, such as orange juice. Discuss how pudding changes as it is being made and what senses we use to note the change. Have a pudding party. (This party can be done with a restaurant setting to correlate with the City unit.)	Books: My Five Senses What is Your Favorite Thing to Smell, My Dear? Soap, perfume, pepper, onion, lemon, vinegar, etc. Science Readiness Charts No. 4 and 6 Have extra goodies to eat! Orange squeezer, strainer, knife, spoons, napkins, paper dishes, canned and frozen orange juice, pudding, milk. Instant Pudding Milk

OBJECTIVES	PROCEDURES	MATERIALS
	5. Sense of Touch Use touch book made by teacher. Introduce vocabulary for sense of touch. Read related books. Blindfold the children and ask them to identify various shapes and textures. Have a contest between boys and girls to see which group can describe touch by using the most words (hard, soft, smooth, sticky, etc). Have the children select and bring a requested texture upon command. ("Bring me something soft.") Blindfold the children and have them feel their way around the room. Then tie their hands behind their backs and have them feel their way around the room again, (illustrating that we feel with all the parts of our body, not just our hands). Reinforcement activities: Ask the children which sense they would utilize in a specific situation. (For example at a fire; in a freshly painted room; in a restaurant.)	Collect different textures and include them in a book. Book: What Is Your Favorite Thing To Touch, My Dear? Cardboard and wooden shapes, chalk, material, pencil, eraser, etc.

INSTRUCTIONAL MATERIALS

Books

1.	Keep Your Eyes Open		Grosset & Dunlap Publishers, New York
2.	Let's Find Out Series		Scholastic Magazines
3.	Let's Imagine Sounds	Janet Wolff	E. P. Dulton & Co. Inc., New York 1962
4.	Listening for Sounds	Adelaide Holl	Golden Book Educational Service 1963
5.	The Listening Walk	P. Showers, T. Y. Crowell	
6.	My Five Senses	Aliki	Grosset & Dunlap Publishers, New York
7.	Nobody Listens to Andrew	Elizabeth Guilfoile	Follett Publishing Co., Chicago 1957
8.	What Is Your Favorite Thing To Smell, My Dear?	Myra Tomback Gibson	Grosset & Dunlap Publishers, New York 1964
9.	What Is Your Favorite Thing To Touch, My Dear?	Myra Tomback Gibson	Grosset & Dunlap Publishers, New York 1965

MATERIALS

Charts

1. Laidlaw Science Readiness Charts - Part 1	Laidlaw Brothers Publishers

Film Strips

1. Sights and Sounds Series	McGraw-Hill
2. Using Your Senses	McGraw-Hill

Records

1. Creative Rhythms for Children	Phoebe James
2. Golden Nursery School Record	Golden Record Company
3. Little Indian Drum	Young People's Records
4. Muffin In the City	Brown Record Company
5. Muffin In the Country	Brown Record Company
6. Peabody Language Development	Primary Records - American Guidance Service
7. Sights and Sounds Series	McGraw-Hill

Others

The Frostig Program for the Development of Visual Perception

INSTRUCTIONAL AIDS

Books

Baugh, Dolores M. and Pulsifer, Marjorie P. CHANDLER LANGUAGE-EXPERIENCE READERS. San Francisco: Chandler Publishing Company, 1964.

LET'S GO!
TRUCKS AND CARS TO RIDE
SLIDES
BIKES
SUPERMARKET
SWINGS

Berg, Richard Co. et al. MUSIC FOR YOUNG AMERICANS (ABC MUSIC SERIES--KINDERGARTEN). New York: American Book Company, 1963.

Bond, Gladys Baker. PATRICK WILL GROW. Racine: Whitman Publishing Co., 1966.

Bucheimer, Naomi, LET'S GO TO A POST OFFICE. New York: Putman's Sons, 1964.

Buckley, Peter and Jones, Hortense. FIVE FRIENDS AT SCHOOL. New York: Holt, Rhinehart, and Winston, 1966.

Buckley, Peter and Jones, Hortense. WILLIAM, ANDY, ANDRAMON. New York: Holt, Rhinehart, and Winston, 1966

Carlson, Bernice. LISTEN! AND HELP TELL THE STORY. New York: Abingdon Press, 1965.

Folsom, Michael. KEEP YOUR EYES OPEN. Madison, N. Y.: Grosset, 1965.

Greene, Carla. Chicago: Children's Press.

I WANT TO BE A FIREMAN.
I WANT TO BE A NURSE
I WANT TO BE A POLICEMAN
I WANT TO BE A TRUCK DRIVER
I WANT TO BE A ZOOKEEPER

Guilfoile, Elizabeth. HAVE YOU SEEN MY BROTHER? Chicago: Follett Publishing Company, 1962.

Guilfoile, Elizabeth. NOBODY LISTENS TO ANDREW. Chicago: Follett Publishing Company, 1957.

IN THE BIG CITY. Writers' Committee of the Great Cities School Improvement Program of the Detroit Public Schools, Gertrude Whipple, Chairman. Chicago: Follett Publishing Company, 1964.

Kessler, Leonard. DUCK ON A TRUCK. Wonder Books, 1961.

Laird, Jean. LOST IN THE DEPARTMENT STORE. Minneapolis: T. S. Denison and Company, Inc., 1964.

Miner, Irene. THE TRUE BOOK OF POLICEMEN AND FIREMEN. Chicago: Children's Press, 1954.

Scarry, Richard. BEST WORD BOOK EVER. New York: Golden Press, 1965.

Scarry, Richard. THE GREAT BIG CAR AND TRUCK BOOK. New York: Golden Press, 1951.

Shapp, Charles and Martha. LET'S FIND OUT ABOUT POLICEMEN. New York: Franklin Watts, Inc., 1962.

Sheldon, William W. THE HOUSE BITER. New York: Rinehart and Winston Co., 1966.

THE GREAT BIG FIRE ENGINE BOOK. New York: Golden Press, 1950.

Tensen, Ruth. COME TO THE CITY. Chicago: Reilly and Lee Co., 1951.

Vreeken, Elizabeth. THE BOY WHO WOULD NOT SAY HIS NAME. Chicago: Follett Publishing Company, 1959.

Waber, Bernard. LYLE, LYLE, CROCODILE. Boston: Houghton Mifflin Company, 1965.

Witty, Paul A. and Berbell, Mildred H. STAR BRIGHT. Boston: D. C. Heath and Company, 1964.

FILMSTRIPS

COMMUNITY HELPERS SERIES. Text-Film Dept. McGraw-Hill Book Company.

THE BUS DRIVER	#402001
THE DOCTOR	#402002
THE FIREMAN	#402005
THE GROCER	#402003
THE MAILMAN	#402006
THE POLICEMAN	#402004

FILMSTRIPS

SCHOOL HELPERS SERIES. Text-Film Dept. McGraw-Hill Book Company.

THE CAFETERIA WORKERS	#401991
THE CUSTODIAN	#401987
THE PRINCIPAL	#401989
THE SAFETY PATROL	#401988
THE SCHOOL NURSE	#401990
THE TEACHER	#401986

WAY WE TRAVEL SERIES. Text-Film Dept. McGraw-Hill Book Company.

BOB AND AMY TAKE AN AIRPLANE RIDE	#402517
LINDA AND BEN TAKE A BUS TRIP	#402516
ON A GREAT LAKES BOAT WITH LEE, JANE, AND NAN	#402519
ON AN OCEAN LINER WITH BETH AND JAY	#402520
SUBWAY RIDE FOR DICK AND JANET	#402521
SUE AND TIM RIDE ON A TRAIN	#402518

Instructo Flannel Materials (Philadelphia: Instructo Products Co.)

Cars and Trucks	#142
Classification	#132
Community Helpers	#150
Community Workers	#287
The Community	#147
The School	#134
Trains	#143

Records

LITTLE ENGINE THAT COULD. Victor CAI Record Co.

MUFFIN IN THE CITY. No. 601. Brown Record Co.

Pictures

S.V.E. COMMUNITY HELPERS SERIES (Milwaukee: Roa's Films)

Fire Department Helpers	Set SP-120
Hospital Helpers	Set SP-124
Police Department Helpers	Set SP-119
Postal Helpers	Set SP-121
Supermarket Helpers	Set SP-123

S.V.E. URBAN LIFE SERIES (Milwaukee: Roa's Films)

How People Travel in the City	Set SP-129
Keeping the City Clean and Beautiful	Set SP-128
Neighborhood Friends and Helpers	Set SP-127
School Friends and Helpers	Set SP-126

Pictures con't.

TEACHING PICTURES (David Cook Publishing Company)

Home and Community Helpers	#A890
My Community	#A1531

Miscellaneous Materials

Bendable Rubber Figures (Creative Playthings, Inc.)

Negro Family	AD292
White Family	AD492

Bulletin Board Teaching Aids (Farmingham, Mass.: Dennison Manufacturing Company)

Community Helpers
Traffic Safety

Doll House Furniture, No. AD 108 (Creative Playthings, Inc.)

Folding Floor Plan Doll House, No. AD 100 (Creative Playthings, Inc.)

Ideal Classification, Opposites, Sequence Charts, No. 271, Chart No. 3 (Eau Claire Co.)

Language Master Cards (Bell and Howell Company)

Blank Cards	#111001
Sentence Cards	#111032
Verbs: Action Words	#111022

National Dairy Council

Food Pictures
Urban Panorama

Peabody Language Development Kit (Minneapolis: American Guidance Service, 1965)

Levels I and II

See-Quees (EauClaire Book and ST, Company)

Grocery Shopping Q8

Sounds and Patterns of Language (Experimental Edition by Martin, Weil, and Kohan.

Holt, Rhinehart, and Winston, Inc.)

Apartment Cut-away Scene
City Street Scene
Shopping Center Scene

Useful Language (Rexograph Material) Level 3 (Elizabethtown, Pennsylvania:
The Continental Press, Inc.)

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EDUCATION IN DEPRESSED AREAS, A. Harry Passow, ed., New York: Teachers College Press, 1963.

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